

unit tests. The author points out herself that these have no validity for judging *general* reading achievement; and the suggestion that a reading test can be recommended on the basis of its having "content validity" may be very misleading. This reviewer objects strenuously to the idea that teachers should be led to think it a good idea to examine pupils on the content of a reader. One can find support for the testing of vocabulary, but not for the testing of story content, either directly or indirectly. The only justifiable way of using the tests, it seems to me, would be as "open book" exercises.

5. The approach to word analysis seems highly mechanical and very much rules-oriented. Although skill in word attack is needed by junior high pupils, there are many more interesting ways to go about teaching it than through rules of syllabication and accent; and weaker pupils find such an approach particularly difficult.

Perhaps the best final comment that can be made is one the author herself will not, I am sure, consider faint praise: *Reach for Stars* is, in many ways, at least as good as anything produced in the United States for the same level of reader; and is better than most

produced in Canada. The fact that although many Canadians would like to suggest that anything produced in Canada is "more literary," "more intellectual," and so on than anything produced in the United States, leadership in the field does come from across the border and most of what we know has been learned from American research. Mrs. Wright's material shows that she has used that research both selectively and creatively and in that way is giving leadership herself in the Canadian context. She is to be congratulated.

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W. H. Auld and H. L. Stein.  
*The Guidance Worker*. Toronto: W. J. Gage Ltd., 1965, 338 pp., \$5.50.

To say that this book can be read may sound trivial, but it is a pleasant surprise to encounter conciseness and clarity after the mass of guidance jargon currently being published. Besides contributing a number of original ideas to Canadian guidance theory, Professors Auld and Stein have successfully "translated into Canadian" most of the current and usable ideas in *Guidance and Counselling* from the United States.

This book is aimed not so much at the full-time professional counsellor as at the part-time teacher-counsellor, the teacher interested in counselling, the counsellor trainee, or even the school principal or layman wishing to get an overall view of the aims and purposes of guidance.

Beginning with a workable definition of guidance, it proceeds to sections on counselling, guidance techniques, tests and measurements, problem solving, information giving and a particularly excellent treatment of group guidance and counselling. Its final chapters contain original and forward-looking material on community guidance services and on the future of the Canadian guidance worker as a true professional.

Though the authors spend some considerable time describing specific methods, current practices and actual cases, it is evident all the way through that they consider the attitudes and personality of the guidance worker to be the single most important factor contributing to successful guidance work. They urge the counsellor to "work with the student in a non-judgmental and impartial atmosphere where the approach is scientific rather than sentimental to the end that the student sees himself in a new light." The difficulty of getting guidance workers who can and will do this is freely admitted.

If criticism or argument were to be advanced against the au-

thors' views it would be in their rather conservative treatment of "Guidance as a Profession." To suggest that a Master's degree in Counselling should be granted following advanced theory courses and a supervised laboratory practicum only is perhaps running the risk of turning out very "green" counsellors. A formal internship such as is suggested for the authors' Doctoral program is surely much more realistic at the Master's level. Rather surprisingly overlooked in the survey of various provincial guidance programs is mention of the very dynamic *Corporation des Conseillers d'Orientation Professionnelle du Québec* which has not only been legally incorporated under Quebec law, but whose standards of membership and training are amongst the highest in North America.

These criticisms are minor, of course, in the light of the book's overall value. *The Guidance Worker* should certainly form a part of any survey course in guidance given in any part of Canada, whether in teacher education, in-service training or counsellor preparation. Certainly if every principal or administrator who moves teachers into guidance duties were to read the book, a great deal of the present misunderstanding among guidance workers, teachers and administrators would disappear and the guidance worker's role as part of the educational team would be clear to all.

Norman France and Stephen Wiseman, *The France-Wiseman Educational Guidance Programme*, London: Collins, 1965.

Dr. Norman France, Associate Professor in McGill's Faculty of Education, is senior author of an interesting new tool for guidance workers. The *France-Wiseman Educational Guidance Programme* consists of three 32-page work-books which contain a variety of tasks for children to complete at their own pace as a part of their normal class work over a period of about two weeks, once a year, for three consecutive years. The resulting diagnostic profile then becomes an integral part of each student's permanent school record. The tests are teacher administered, scored and interpreted. Tables of norms based on a random sample of British school children from selected areas are supplied. The programme was designed, according to the authors, to provide a test battery usable by local education authorities in Britain which will allow them to measure reliably educational attainment of students within the area of their control.

Each child is required to perform fourteen different types of subtests over each two week testing period. The tests range from purely objective measures of ability in arithmetic and spelling to a series of subjective and projective tasks such as

non-cued picture drawing, likes and dislikes, and a "Members of Family" sub-test which asks the subject to write the names of the members of his family in a square. A most interesting analysis of results of the "Members of Family" test revealed a definite relationship between the order that the names of family members were listed and the students' level of ability. Sub-test and "Grand Total" scores have been carefully analysed by the authors. The resulting interpretive data and suggestions for teachers are included in the manual accompanying the programme and are described in greater detail in the authors' report on the tests in the *British Journal of Educational Psychology* for June, 1966.

Because of the obvious and intended "Britishness" of its tasks and wording, it is unlikely that this battery of tests will, in its present form, find widespread use in Canada.\* However, this does not mean that it should not be circulated and studied here. Certainly anyone proposing to construct educational diagnostic tests could do no better than to follow the general format, layout, and simplicity of the France-Wiseman programme.

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\*Note: The battery is at present being adapted for publication in Canada—Ed.